**questions**

# **MatchinG**

# Definition and Examples

The matching test item format provides a way for students to connect a word, sentence or phrase in one column to a corresponding word, sentence or phrase in a second column. (Malamed, 2012)

Students are first provided with a ***lead-in*** to the question. This will give the students specific instructions as to what to do next. (University of Wisconsin)

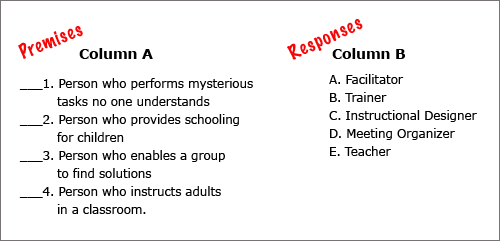
Then the student is presented with two columns. The items in the first column are called ***premises*** and the answers in the second column are the ***responses***. (Malamed, 2012). The ***responses*** are always shorter than the ***premises***.

Students are required to match the ***premise*** on the left with a given ***response*** on the right. (Malamed, 2012)

By convention, the items in the first column are **numbered** and the items in the second column are **labeled with capital letters**. (Malamed, 2012)

Often the number of responses is **greater** than needed. This helps to reduce guess-work on the part of the student.

THIS NEEDS TO BE CHANGED TO A CURRICULUM BASED QUESTION



Questions 1 – 4:   
Select the correct response to each question from the responses on the right. Each response may be used only once.

**Lead-in**

Figure : this is a GOOD example

# Advantages and Disadvantages

## Advantages

* Allows you to cover more content in one question than you can with multiple choice (Malamed, 2012), i.e. They are valuable in content areas that have a lot of facts (Grayson H. Walker Teaching Resource Center , 2003) (Grayson H. Walker Teaching Resource Center , 2003)

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* They are excellent for intermittent knowledge checks. (Malamed, 2012)
* Easy to administer to large groups (University of Wisconsin)
* It is a very efficient approach to testing and can provide an excellent objective measurement. (Malamed, 2012)
* Using Matching questions provides a way to add some variety to activities. (Malamed, 2012)
* Simple to construct (Instructional Assessment Resources., 2011)
* Relatively quick and easy to score (University of Wisconsin)
* Limits bias in scoring; no bias for good or poor writing skills. (University of Wisconsin)

## Disadvantages

* May be difficult to generate a sufficient number of plausible premises (University of Wisconsin)
* If responses cannot be used more than once, then getting one answer incorrect automatically means that a second answer in the grouping will also be incorrect. (Instructional Assessment Resources., 2011)

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* Not effective at testing isolated facts (University of Wisconsin)
* Students can often guess. (University of Wisconsin)
* Limits assessment to lower levels of understanding. (University of Wisconsin)
* Time consuming for the student (Grayson H. Walker Teaching Resource Center , 2003)

# Tips on Designing

* Directions should provide a clear basis for matching. (Penn State University, 2008). For example, state that responses may be used ‘more than once’ or ‘only once’. (University of Wisconsin)
* Ensure all premises and responses are members of a similar category or topic. (University of Wisconsin)
* Have from 4 to 10 items in each list.
* Have between 1 and 3 extra items from which responses are chosen.
* Place responses in some logical order, i.e. alphabetical, numeric or chronological; to improve efficiency for the student. (University of Wisconsin)
* Mix the order of the items in the columns.
* Use brief phrases and as few words as possible in each list.
* Longer statements should be in the premise (left) column and shorter statements in the response (right) column. (Penn State University, 2008)
* Use a larger or smaller number of responses than premises. That is, avoid perfect matching which allows for elimination of responses when the test-taker is unsure of the correct answer. (University of Wisconsin) (Penn State University, 2008)
* Format the entire item on the same page – don’t split over two pages. (University of Wisconsin)
* All responses should be plausible solutions (Grayson H. Walker Teaching Resource Center , 2003), and all responses should be plausible alternatives for EACH premise. (University of Wisconsin)
* Make sure all premises are numbered and all responses are identified with a CAPITAL letter. (University of Wisconsin)

# Considerations for Identified Students

Test Accommodations may need to be made for identified student, dependent on the reason for identification. It has been shown that the accommodation of extended time improved the performance of students with disabilities more than it improved the performance of students without disabilities (Stephen G. Sireci), thereby pointing to the advantage of allowing for accommodations to complete the test. Students with learning disabilities, such as poor sight, dyslexia, poor brain function and also ESL students may need these accommodations.

**Extra time** will give those students who read slowly or need time to comprehend the questions, sufficient time to complete the task.

**Chunking** longer matching questions into several shorter ones will reduce the chance of confusion. For example, if you have 8 questions to match to 10 possible responses, then consider splitting this into 4 questions per batch, with 5 possible responses.

In more severe cases, **reading the question(s) aloud** will help identified students.

# Other Useful Information

A **SYMBALOO** web mix has been created especially for you, with the links to all the references quoted. Visit it [HERE](http://www.symbaloo.com/shared/AAAAAgh-Wd8AA41_HB9h9g==).

If you suspect that this is the first time a student has encountered matching style questions in your subject field, then you may want to provide a worked example so that each student knows what is expected of them.

# Bibliography

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